R E P O R T  R E S U M E S

ED 012 163 FL 000 457

LATIN CURRICULUM GUIDE.

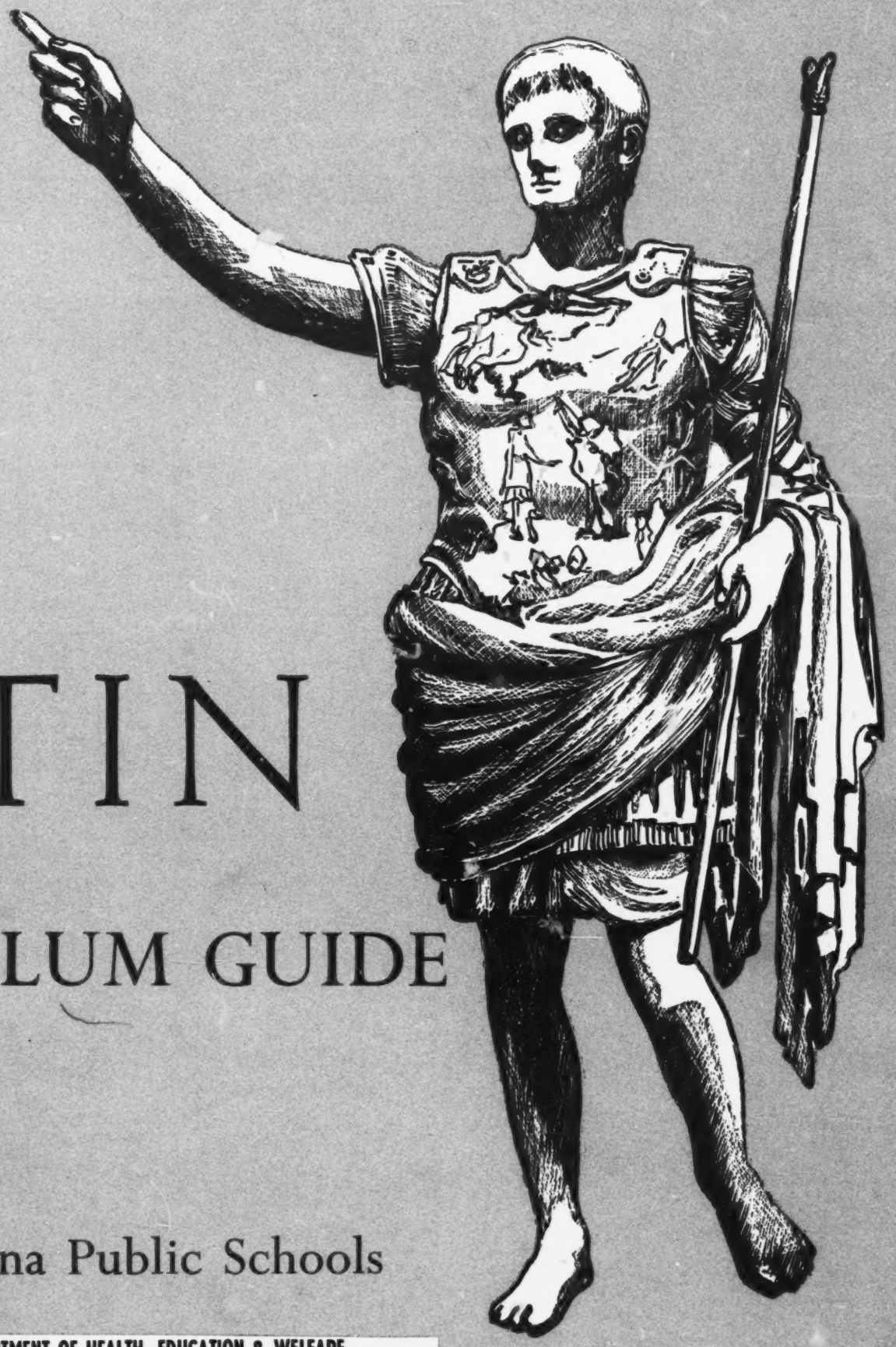
BY- LADU, TORA T. AND OTHERS
NORTH CAROLINA STATE DEPT., OF PUBLIC INSTR., RALEIGH

REPORT NUMBER NCSDPI-396 PUB DATE JUN 66
EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *LANGUAGE GUIDES, *LATIN, *SECONDARY SCHOOLS, *STATE CURRICULUM GUIDES, COURSE OBJECTIVES, TEACHING TECHNIQUES, RALEIGH

OBJECTIVES, TEACHING TECHNIQUES, AND COURSE CONTENT FOR EACH YEAR OF A 4-YEAR PROGRAM OF LATIN INSTRUCTION ARE DISCUSSED IN THIS GUIDE FOR TEACHERS. EMPHASIS IS GIVEN TO THOSE ASPECTS OF THE TRADITIONAL PROGRAM WHICH MAY REQUIRE MODIFICATION IF THE NEWER GOALS IN LATIN INSTRUCTION ARE TO BE ACHIEVED. IN ADDITION TO SUGGESTIONS FOR TEACHING PRONUNCIATION, FORMS, SYNTAX, VOCABULARY, READING, AND WRITING, THE GUIDE CONTAINS PROPOSALS FOR USING ORAL AND WRITTEN TESTS TO EVALUATE LANGUAGE MASTERY, AND TAPE RECORDINGS TO PROVIDE PRACTICE IN ORAL READING, PRONUNCIATION, AND LANGUAGE USAGE. A BIBLIOGRAPHY INCLUDES BACKGROUND READINGS, PERIODICALS, COURSES OF STUDY, DICTIONARIES, WORKS ON WORD STUDY, AND AUDIOVISUAL AIDS. (AM)

ED012163



# LATIN

## CURRICULUM GUIDE

North Carolina Public Schools

FL 000 457

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

# LATIN

## CURRICULUM GUIDE

State Department of Public Instruction
Raleigh, N. C. Publication No. 396

# FOREWORD

Foreign language study is generally acknowledged to be an essential ingredient of a liberal education, and rightly so. Systematic study of any major foreign language under the direction of competent teachers can yield incalculable benefits in greater comprehension and appreciation of the unique contributions of the related culture to the mainstream of our civilization and enhanced perception of the derivation and special characteristics of one's native language.

Unfortunately, in recent years there has been a tendency in some quarters to underestimate the very considerable and distinctive value of studying the classical languages. Latin and Greek have often been disparagingly labeled as "dead" languages. Of course, classical languages are not "dead", any more than classical music and the surpassing achievements of classical art and architecture are dead. Familiarity with these historically antecedent forms of expression enriches our comprehension and undergirds our critical appraisal of modern languages and art forms.

Even a passable command of fundamental Latin vocabulary and grammar cannot help but produce a more exact sense of the meanings of a great many English words (more than half of which, the experts tell us, are derived from Latin roots) as well as improved understanding of the functions of English grammatical forms. This is especially true of the language used in refined and scholarly discourse.

Classical language study also has distinctive value in affording first-hand acquaintance with great classical themes, legends and myths, literary forms, and figures of speech so frequently incorporated, alluded to, and adapted in the more recent literature of Europe and the English-speaking peoples. Latin deserves study if only because it was the language of the Roman Republic and Empire—the seedbed for so many of our social concepts and institutions—and for many centuries thereafter the common language of literate people.

This curriculum guide is designed to be of assistance to Latin teachers in arousing and sustaining in their students the desire to achieve sufficient command of the language to gain an appreciation of its enduring worth and relevance. It incorporates recommendations and information from a variety of sources, particularly the experience of Latin teachers.

Special appreciation is expressed to the members of the Latin Curriculum Committee who cooperated in developing the content of this publication:

Mrs. Tora Tuve Ladu and James M. Dunlap, Co-chairmen, both of the State Department of Public Instruction

Dr. Robert S. Rogers, Duke University

Dr. J. Minor Gwynn, University of North Carolina at Chapel Hill

Mrs. Lois Fisher, Needham Broughton High School, Raleigh

Mrs. Irene L. Wright, Myers Park High School, Charlotte

Miss Edna McLaughlin, Fayetteville Senior High School, Fayetteville

Mrs. Margaret McDermott, R. J. Reynolds High School, Winston-Salem

Miss Patricia Anne Tesch, Grainger High School, Kinston

Miss Martha Pat Archbell, New Hanover High School, Wilmington

Staff members of the Department of Public Instruction who assisted in its preparation were James E. Jackman, editorial consultant, and Mrs. Ann W. Gray, artist-draftsman.

Chas. H. Carroll

State Superintendent of
Public Instruction

June 1966

# PREFACE

In the changing curricular patterns of American schools in recent years, Latin has retained its place as a stable and enduring part of the humanistic tradition and a vehicle of the classical heritage. There have been, however, certain modifications in objectives, experiments with new techniques and new educational media, and new thoughts on the inclusion in the high school curriculum of works by various classical authors.

This publication reflects these variations from the traditional pattern of the study of Latin, and at the same time it outlines the suggested content of a traditional four-year program. It is designed to serve as a guide to teachers of Latin in realizing the newer goals of classical studies. It is hoped that it will also stimulate creative self-examination and re-evaluation of teaching techniques and materials.

NILE F. HUNT
Director
Division of Instructional Services

# CONTENTS


FOREWORD ..... iii

PREFACE ..... v

I. PHILOSOPHY AND OBJECTIVES ..... 1
- Basic Concepts ..... 1
- Immediate Aims ..... 2
- Ultimate Aims ..... 2

II. GENERAL SUGGESTIONS ..... 4
- The Assignment ..... 4
- Pronunciation ..... 4
- Oral Practice and Drill ..... 5
- Forms and Syntax ..... 5
- Vocabulary ..... 7
- Word Study ..... 8
- Latin Reading ..... 8
- Prose Composition ..... 9
- Collateral Reading ..... 10
- Aids and Devices ..... 10

III. COURSE CONTENT ..... 11
- First Year ..... 11
- Second Year ..... 13
- Third Year ..... 15
- Fourth Year ..... 16

IV. TESTING ..... 18
- Aims of Testing ..... 18
- Frequency of Testing ..... 18
- Types of Tests ..... 19

V. MECHANICAL AIDS ..... 21
- Pronunciation ..... 21
- Listening ..... 22
- Drill in Form and Usage ..... 22

APPENDIX ..... 23
- Bibliography ..... 23
- Teaching and Study Aids ..... 30
- Publishers ..... 33

# I
# PHILOSOPHY AND OBJECTIVES

Both changing emphases and changing methods of the teaching of languages during the last quarter of a century have caused teachers and those who train them to reconsider the specific objectives of each language. Since the famous *General Report of the Classical Investigation* in the mid-twenties, Latin teachers have made many changes in objectives and methods of teaching. Colleges no longer require Latin for entrance; they also offer beginning Latin as an elective subject. In many states Latin is taught in the majority of high schools for two years only; this is true in North Carolina. Latin is no longer taught primarily for its utilitarian value. There is now less stress on pronunciation and speaking, writing Latin, transliteration, memorization of a large number of seldom used inflectional forms, and memorization of a large number of passages in Latin. There is greater stress on rapid reading comprehension, English word derivatives, and cultural, historical and literary values.

## BASIC CONCEPTS

There are some general concepts and beliefs which Latin teachers today consider basic to a good curricular offering in this elective subject-matter field in the modern school:

- Much of the Western world's literature for the last two thousand years came from Greece and Rome, or from writers who derived their motifs, forms or plots from classical literature.

- The history of man's development as a free and intelligent individual under a form of democratic government is mirrored in the growth of the countries which developed their Romance languages from Latin, as well as in the development of the more heterogeneous English language, which is largely derived from Romance languages.
- Ancient, medieval, and modern art, sculpture, and architecture have drawn ideas and inspiration from ancient Greece, and from Rome and her provinces.
- American civil or common law, through the English civil code, draws many of its basic statements from the Romans *via* the Justinian codification.
- Modern science has reached back to the classical age for terminology in practically every field.
- The beauty in music has been enhanced progressively by the classics, from *Integer Vitae, Stabat Mater,* and *Dies Irae* in the original, to Gluck's *Orfeo* and Strauss' *Elektra* in other languages.
- Latin is a highly inflected language; as such it offers, as does German of the modern foreign languages, the clearest basis for comparison of structural development in languages.

## IMMEDIATE AIMS

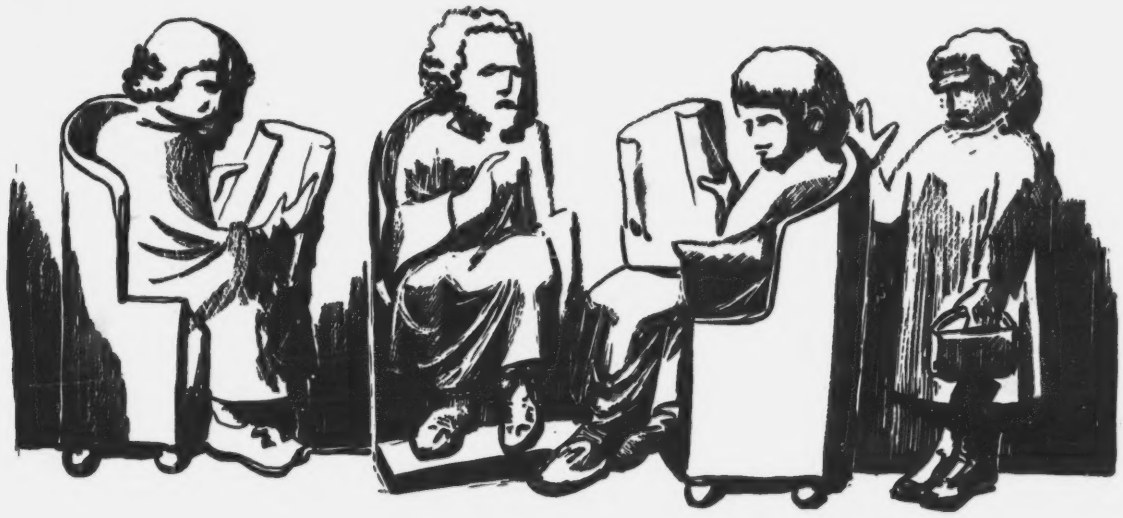
The primary immediate objective underlying the entire process for each year of Latin study is progressive development of the power to read and understand Latin. This involves an increasing mastery of correct Latin pronunciation, of a selected vocabulary, and of essential inflections and syntax. Closely connected with these are the ability to read Latin at sight, to translate English sentences into Latin, and to understand both Latin and English word formation and derivation. The relative emphasis to be attached to these elements year by year will depend upon the contribution which they may make to the ability to read and understand Latin, or to the attainment of certain of the ultimate objectives.

## ULTIMATE AIMS

In the actual teaching-learning process, it is impossible to separate the immediate and ultimate aims of Latin study; the pursuit of both will inevitably be going on at the same time. Nor is it feasible to prescribe the exact order in which the ultimate objectives should be stressed, since different textbooks emphasize these aims at varying times or in different years of the course. Thus, it is left up to the individual teacher to choose the proper time, in accordance with the texts in use, to stress the following ultimate objectives:

- Increased understanding of those elements in English which are related to Latin, the acquisition of a larger English vocabulary, and improved accuracy in the use of English words derived from Latin, all contributing to improved ability to read, speak, and write English.

- Better understanding and enhanced appreciation of the major literary works in English and the other languages of the Western World which employ many forms, themes, and allusions derived from classical literature.
- Greater awareness and appreciation of our historical and cultural background, with an increased knowledge of the life and institutions of the Romans and their influence on our present civilization.
- Development of good mental habits, such as the powers of careful observation, comparison, analysis, reasoning, and judgment.
- Development of desirable social attitudes relating to such classical concepts as honor, service, patriotism, and self-sacrifice.
- Familiarity with and appreciation of foreign languages, with consequent insight into the ways in which one's native language may determine and limit his patterns of thinking.
- Understanding of the simpler general principles of language structure and linguistics.



# II
# GENERAL SUGGESTIONS

## THE ASSIGNMENT

It is the consensus of the more successful teachers that in the assignment a proper balance of oral work, written work, and "sight" work should be maintained. No definite rule can be laid down in regard to the length, type, or amount of the assignment, nor should any teacher follow any set regulation in this matter; in prescribing the work the teacher should, in general, be guided by the abilities of the students, the text in use, the length of the class period, the degree of mastery shown by the class, the interest exhibited, and the frequency of occurrence of the material under consideration. The teacher may be able to teach in half the class period on one day material much more difficult than could be presented in the whole period another day. A good assignment should be planned in advance; it should be definite, arouse curiosity and create interest, explain difficulties that are beyond the student's unaided power, and make apparent the correlation between Latin and English.

## PRONUNCIATION

Adequate time should be given to teaching the proper pronunciation and the reading of Latin with expression. Correct pronunciation is to a large extent learned by imitation. It is recommended that the major features of the sound system (including vowels, semi-vowels, diphthongs, and consonants) be pointed out and associated with their written forms as they are met, after they have first been heard and spoken. Other familiar words containing a similar sound may be used for drill. In projecting

individual sounds, care must be exercised not to exaggerate the sound to the point of distorting it. The teacher should make it a practice, in assigning the advance lessons, to pronounce for the class and to have them repeat the words and forms of the new vocabulary. This helps the student to learn the words by ear as well as by eye. The increased efficiency, appreciation, and sense of accomplishment which result from gaining mastery here more than repay the time and attention given to accurate pronunciation and fluent oral reading of Latin.

## ORAL PRACTICE AND DRILL

Although Latin study does not aim at developing power of conversation, there are several uses for oral Latin besides that of learning vocabulary:

- Both teacher and student must of necessity frequently speak the word or the phrase which is the subject of question, explanation or discussion.
- The oral drill and recitation, by student or class, of declensions and conjugations is the best possible means of achieving that capacity of instantaneous recognition of any inflectional form which is the first requisite for command of a language.
- *Viva voce* reading of Latin valuably aids toward comprehending sense and content of the original without translation into English. This reading aloud rescues the students from the mistaken idea that understanding comes through translation. The fact is that correct English rendering of the meaning can be produced only *after* understanding has been established.

At the same time, however, the exercise of English translation will be continually employed because—

- It is the simplest sure means of establishing that teacher and student have the same understanding of the sentence or passage.
- It helps to accustom the student to Latin order of thought (if the first attempt at translation is held as closely as possible to the word order of the Latin).
- It contributes to the pupil's discrimination in the choice of English—an important by-product of the study of Latin.

## FORMS AND SYNTAX

New forms and principles of syntax are so closely related that they are here considered together, as they frequently are in the lessons in high school texts. A new form or principle of syntax should always be presented in context. In this way the new form or principle is learned inductively, after which the rule may be stated and learned. When new inflectional forms are assigned for study, they should be pronounced and an explanation of similar or different forms should be made. Likewise, new principles of syntax should be explained and illustrated before assignment for mastery.

Memorization of certain fundamental forms and syntactical principles should be insisted upon until recall is practically automatic, for without

this basic knowledge there can be no consistent, clear understanding of the exact meaning of the passages read. On the other hand, care must be taken to prevent the syntactical work from becoming too technical. The important point about a Latin construction is not its technical name (which is merely a matter of convenience), but its significance. There is need for repetition and drill until the student can recognize the construction and translate it correctly.

**Important Forms**

To build up a correct picture of usual and idiomatic forms and constructions, it is important to focus attention on the more frequently used forms rather than the less commonly used ones.

Frequency studies show a need to stress the following forms:

- The third person in all tenses and conjugations of verbs. (It constitutes 85% of all tense forms.)
- Third conjugation verbs (50%).
- Perfect tense (40%—It is three times more frequent than the imperfect and is the usual past tense for narration. The distinction in meaning between the imperfect and perfect tenses must be carefully established at the very beginning. It is also helpful if the student realizes that the Latin perfect is actually two tenses in one, simple past and present perfect; thus he will avoid the temptation to use only the present perfect meaning for it.)
- Participles. (An early familiarity with all four principal parts is useful for derivation work.)
- Infinitives.
- Subjunctives. (Without these it is almost impossible to read any really idiomatic Latin.)
- Nominative, accusative, ablative cases of nouns (85%).
- Nouns of the third declension.
- Combination of third declension nouns with first and second declension adjectives.
- Relative pronouns.

One way to achieve greater stress on these forms is to introduce them early. When the text makes this impractical, it is well for the teacher to acquaint the student with the existence of such forms by introducing them at an appropriate time or presenting quotations using them. Teachers should strive to reach the most important items as soon as possible by passing more lightly over items of minor importance.

**Less Important Forms**

Among the forms which statistical studies and experience show to be less important are:

- Locative
- Vocative
- Fourth declension neuter nouns
- Infrequent combinations such as *agricola bonus*
- One and three-ending adjectives in the third declension (which can be taught faster as variations of two-ending adjectives than as separate systems)

- Second declension *-er* nouns (also best taught as variations of *-us* nouns)
- Supine
- Future tense (this occurs only 63 times in 2318 indicative forms)
- Future perfect tense (14 times in 2318)
- The genitive *-i* instead of *-ii*, since the latter is frequently found in the best authors.

### Varied Use and Meaning of Forms

It is desirable to avoid setting up too narrow or too fixed meanings for various forms. In fact, there are forms which should be translated only in context. Of these an outstanding example is the infinitive, which is very frequently rendered otherwise than by "to" forms. The imperfect may mean "used to do," "kept doing," "usually did," "tried to do," as well as "was doing" or "did." The genitive is by no means always rendered by "of" nor the dative by "to." The ablative absolute may be rendered by any one of several translations. Wide variety is possible in the rendition of the subjunctive forms. If a single meaning is stressed, a student merely becomes confused when confronted with a situation where that meaning is inapplicable.

## VOCABULARY

The systematic study of vocabulary should begin the first week of the first year and continue throughout each year. To trust to chance in this matter may cause an enormous waste of time. As a general rule, words should be taught in the order in which the pupil will meet them in his reading. To this general rule there are two exceptions:

- Compounds and derivatives are often learned more economically when the simple word is learned, or soon afterward; for instance, after *capio* has been presented the student can easily learn *accipio, incipio, recipio, intercipio, captor,* and *captivus.*
- Words which because of similarity of form are likely to be confused may be learned together even though one or more of them may not occur in the pupil's reading until later—for example, *ager, agger,* and *aeger; paro, parco,* and *pario.* However, many teachers prefer making these comparisons as the words occur in the reading rather than in anticipation of their use.

It should be remembered that the Latin language has a relatively small vocabulary, and therefore most words must do double or triple service. Hence, it is of utmost importance that the teacher help students to understand the various meanings of words or phrases that he will encounter.

Latin words should be mastered; they should be *taught,* not merely assigned. To accomplish this purpose, the teacher should employ a variety of methods. The following have been found effective:

- Explaining how certain Latin words are built on other Latin words
- Assisting students in discovering the meanings of new words—
  From the context
  From related English words
  From related Latin words which occur more frequently

- Drilling for mastery of—
  - Nominative and genitive forms, gender, and meaning of nouns
  - Masculine, feminine and neuter forms of adjectives
  - Meanings of principal parts of verbs
  - Other parts of speech as they are given in the vocabulary
- Frequent oral reviews which repeat and fix the forms and meanings of words

In the study of a language, words are the tools with which the learner must work; no progress can be made without them. Memory work is essential in the mastery of vocabulary; it is facilitated by functional presentation. The study of words should be made an interesting part of the student's work.

The teacher should teach words in their several and various meanings, primary and secondary, literal and figurative, not only in the first elementary processes of vocabulary building but throughout the entire curriculum upon every encounter with a new or forgotten word.

## WORD STUDY

For its vocabulary the English language has borrowed from practically every language, and the majority of the borrowed words are, directly or indirectly, of Latin origin. Therefore, the study of Latin word-formation and English word-derivation should be closely correlated. Many teachers vitalize new vocabularies by emphasizing English derivatives from Latin; others prefer the systematic mastery and application of simple rules for English compounds and derivatives from Latin. There is no general rule for this phase of work, since there are probably as many good methods as there are successful teachers. Two principles should be kept in mind:

- There should be conscious effort on the part of the teacher to show the relationship of the English vocabulary to the Latin.
- The words used to illustrate this relationship should be chosen according to their importance and frequency of occurrence. (See Bibliography, page 27.)

## LATIN READING

The chief immediate objective (and the primary ultimate objective) in the study of Latin is the ability to read and understand Latin as Latin. Opinions differ as to the relative emphasis to be placed upon intensive study of definitely prescribed passages and upon systematic practice in sight reading which aims to attain immediate and complete comprehension. Both procedures are used successfully by teachers. However, the teacher who is not established in and accustomed to the intensive study method will probably do better to use the systematic practice in sight reading which may be called the *Latin-Word-Order method.* It embodies the following general procedures:

- Reading aloud in Latin the sentence or passage, with the primary idea of sensing the general thought.

- Consideration of the sentence or passage first in the *Latin order with division into thought groups,* either phrases or clauses.
- Weighing the possibilities of a word, using elimination and reasoning processes to get the proper shade of meaning.
- Inference from the context or from related English words as to the meaning of a new word.
- The use of *comprehension at sight,* which aims only at the thought of the passage, and of its logical complement, translation at sight, without unnecessary recourse to the vocabulary.

The sentence or passage will be read and reread as many times as may be necessary to achieve comprehension. In the study of his own native language, when a student fails to understand a sentence at first reading, he does not attempt to translate it into some other language; he reads and rereads and rereads again. Upon completion of this process, the material should then be assigned for *intensive study* for the following day. This procedure has the advantage of assuring that the work will always be done correctly the first time (under the teacher's direction), and it will never be necessary to displace and supplant a blundering interpretation and understanding. Then when the student has acquired understanding of the method, as he achieves progressively better results by this guided and directed study, he may assume more and more responsibility for proceeding in the same manner on his own.

The teacher should call the students' attention to the fact that most Latin prose (as well as poetry) is the product of *literary art;* that the word order is part of the art and is therefore in a measure artificial; that Romans did not talk conversationally and informally in this word-order, any more than we normally speak in the style of the masters of English literature. This will counteract the impression in the students' minds that the Romans were very oddly and absurdly different from us.

Proper training of students from the first day of Latin in correct methods of attacking translation will tend to do away with excessive use of the end vocabulary or dictionary. Translating Latin orally into idiomatic English should be required throughout the course. The use of short questions and answers in Latin and of short sentences in Latin read aloud by the teacher, which the student comprehends and translates without the book, is beneficial, especially with beginners. Writing Latin from dictation is valuable for pronunciation and training of the ear. Oral work should be brief, well planned, and stimulating.

## PROSE COMPOSITION

The chief function of Latin writing should be to assist in fixing vocabulary, forms and grammatical principles in the minds of students. The exercises should be based on the passages, vocabularies, constructions, and stories being studied at the time. One effective method in first year work is the completion sentence. Some teachers recommend that full sentence translation not be attempted until the second semester. Short test sentences, based on the construction being mastered, are effective. Much unsatisfactory work in prose composition can be eliminated if the teacher uses sound pedagogical principles in assigning the new lesson.

The old method of assigning as homework, without explanation or assistance, sentences to be translated into Latin is unsound in principle and unsatisfactory in practice. The teacher should emphasize in advance the rules of syntax involved and require all the students to write out the sentences assigned and to study them thoroughly in anticipation of reproducing the translation without the use of references.

Latin sentences need not be long and involved to illustrate difficult principles of syntax. Even in the first year, within limitations of vocabulary, inflections, and syntax, there should be an element of interest in the passages to be translated into Latin. In the second year the possibilities of prose composition are greatly increased, when Latin passages are constantly at hand to be changed into direct discourse, indirect discourse, different ways of expressing purpose, etc. In the third and fourth years, when the amount of reading required is greater, there will be little time for composition.

## COLLATERAL READING

In the study of Latin it is desirable that the student should read widely about Rome and the Romans. The study of the life and history of the Romans is necessary for the attainment of the historical and cultural objectives in Latin.

Teachers do not agree on the amount of collateral reading in English to be required, nor on the matter of written or oral reports. The amount of this type of work will depend upon the students—their age, ability, and interests. This is a good way for the teacher to individualize instruction. The stimulation to read books on classical subjects is a matter requiring discrimination and judgment on the part of the teacher. Some instructors arouse interest through good historical novels or romances, such as *Ben Hur, The Robe,* etc. Others motivate the work by reading to the students interesting passages from biography or poetry. Still others make collateral reading in English a part of the regular assignments. In any case, such reading, if handled judiciously, can make the Latin language and the Roman people live for high school students. Adequate attention should be given to the selection of books for the school library, so that suitable collateral material may be available.

Collateral reading for each year may take one of the following forms: projects in required work, specific topics based on the reading, reports on Roman customs as encountered, etc. Fiction and poetry based upon classical themes will be found in the bibliographies of this curriculum guide.

## AIDS AND DEVICES

Many teachers make advantageous use of various devices and activities to arouse and increase interest. Effective use can be made of perception cards, group competition, songs, Latin drill card games; illustrative materials such as maps, photographs, slides, filmstrips; plays and skits; and various Latin club activities. Roman coins (obtainable at very modest outlay) stimulate interest enormously by providing a direct, tangible link across the centuries with people in antiquity.

# III
# COURSE CONTENT

## FIRST YEAR

The chief immediate objective of the study of Latin is the ability to read and understand Latin. The first year of Latin study should concentrate on the development of basic skills and understandings, with particular attention to mastery of essential grammatical principles, fundamental vocabulary, and correct pronunciation. Reading and writing exercises should be designed primarily to serve these major purposes but should also reflect good Latin style.

Course content should be carefully planned to develop the following basic skills and understandings:

- General comprehension of the essential structure of the language
- Accurate knowledge of the most frequently used inflections and constructions
- Mastery of a basic vocabulary of 500-1,000 words
- Understanding of the formation and use of derivatives, with emphasis on such items as prefixes, suffixes, and stem changes
- Skill in pronouncing Latin properly and in reading aloud with a sense of word groups
- Facility in reading simple and graded Latin prose as a basis for appreciation of Latin style and word order
- Acquaintance with Roman life, traditions, legends and myths
- Awareness of the principal uses of Latin in the modern world

## Grammatical Study

First-year Latin students should become thoroughly familiar with standard examples of the following types of linguistic elements, inflections, and constructions, and should understand the grammatical principles underlying their use:

**FORMS**

**Nouns** of the five declensions

**Adjectives** of the first, second, and third declensions

- Comparison
- Irregular*

**Pronouns**

- Personal
- Interrogative
- Relative
- Intensive
- Reflexive*
- Demonstrative

**Verbs**

- Four conjugations in the indicative mood, active and passive voice
- Irregular verbs *sum* and *possum*
- Infinitives: present (active and passive), perfect * and future*
- Present imperative

**Adverbs**

- Formation of positive
- Comparison

**SYNTAX**

**Nouns**

- Nominative case
  - Subject
  - Predicate noun
- Genitive case
  - Possession
  - Partitive*
- Dative case
  - Indirect object
  - After special adjectives*
  - Reference
  - Purpose*
  - Possession*
- Accusative case
  - Direct object
  - Place to which
  - Duration of time
  - Extent of space*
  - Subject of infinitive
  - After certain prepositions: *ad, ob, trans, inter, post,* and others as given in text used
- Ablative case
  - Place where
  - Place from which
  - Means
  - Manner
  - Accompaniment
  - Respect
  - Personal agent
  - Comparison*
  - Time when
  - After certain prepositions: *sine, pro, de,* and others as given in text used
- Each of the above used for an appositive
- Locative (optional)

---

* May be delayed until the second year if the format of the textbook being used so demands or indicates.

**Verbs**

- Agreement with subject
- Distinction between imperfect, perfect, and pluperfect tenses
- Uses of the infinitive
  - Subject
  - Complementary
  - Indirect statement
- Participles
  - Adjective modifier
  - Ablative absolute*

**Adjectives**

- Agreement with nouns

## Reading

The type and amount of reading to be done will depend on the text used, the ability of the students, and the nature of the program—whether it is a two-year or a four-year program.

In general, the more reading in Latin is stressed, and the greater the amount of reading accomplished, the better the primary aim—progressive development of the power to read and understand Latin—is achieved. However, *quality* of work is more important than *quantity*.

Obviously, the type and amount of reading in Latin which can be done by even the more able first-year students will not suffice to acquaint them fully with Roman life, traditions, and institutions. This objective requires complementary reading in English—the degree and type of reading depending on the ability of the students, the text used, and the nature of the program.

## Writing

The student should transpose simple sentences into Latin. As his knowledge of vocabulary and forms increases, sentences should become more complex. He should be encouraged to use the language as the Romans themselves used it.

# SECOND YEAR

The second year of Latin study should further develop the basic skills and understandings pertaining to vocabulary, grammatical construction, reading, and writing, with increasing attention to composition and style. It should introduce students to examples of Latin prose writing of recognized worth and improve their facility in sight translation and their ability to understand more extended and complex passages in reading. Course content should be designed to accomplish the following purposes:

- Review of basic grammar included in the first-year course of study, with special attention to forms and syntactical principles not mastered.
- Increased facility in basic grammar and form through oral and written practice, with attention to more complex constructions as they occur in reading.

---

* May be delayed until the second year if the format of the textbook being used so demands or indicates.

- Increased command of vocabulary (1,000-1,500 words) with special attention to the recognition of a large number of words in reading contexts.
- Improved comprehension of derivatives based on the expanding vocabulary.
- Increasing ability to phrase sentences in correct thought units through constant practice in reading aloud.
- Ability to write Latin sentences of increasing difficulty, and for the very able students, some connected writing based on the reading material.
- Greater speed and facility in reading, with improved accuracy in sight translation and comprehension.
- Introductory acquaintance with prose writings of recognized worth, not later than the end of the third semester.
- Acquaintance with Roman history, politics, and personalities through Latin reading supplemented by other resources.

## Grammatical Study

Forms and syntax recommended for inclusion in the first-year course of study but not actually covered should be mastered during the early part of the second year. Students should then proceed to become thoroughly familiar with the following grammatical elements and should understand the principles governing their use:

### FORMS

#### Pronouns

- Indefinite

#### Verbs

- Four conjugations in the subjunctive mood
- Gerunds
- Gerundives
- Irregular verbs: *eo, fio, fero, volo, nolo, malo*
- Deponent verbs

### SYNTAX

#### Nouns

- Genitive case
  - Description
  - With special adjectives
- Dative case
  - Agent
  - With compound verbs
- Ablative case
  - Measure of difference
  - With *potior* and *utor*
  - Description
  - Separation

#### Verbs

- Independent volitive
- Subjunctive clauses
  - Purpose: *ut, ne,* and relative
  - Result
  - Indirect question
  - *Cum* temporal, causal, concessive
  - Substantive volitive and result
  - Subordinate clause in indirect statement
- Sequence of tenses
- Uses of gerund and gerundive

## Reading

From the beginning of the year, there should be reading of simplified Latin passages based on writings of good Roman authors. These selections for the most part will of necessity come from the text used. In the second semester, reading should consist of selections from Caesar's *Gallic Wars*. Each teacher may make his own selections, but it is recommended that special attention be given to the following sections:

The Helvetian Campaign
Campaign Against Ariovistus
Campaign Against Belgae
Customs and Geography of Britain
Discussion of the Germans

This reading should be as extensive as possible.

## Writing

Written exercises should offer progressively stronger drills for mastery of the indicative, the basic uses of the subjunctive, the infinitives and participles, and the gerund and gerundive.

# THIRD YEAR

The third year of Latin should acquaint the student with the literary medium of orations as exemplified by Cicero, one of the most notable exponents of this art. Oratory, of course, was primarily designed to be heard, rather than read, so many opportunities for dramatic expression can be afforded students. In translating Cicero's Orations, attention should be given both to the *content*—what Cicero had to say—and to *literary form*—the inimitable manner in which he said it.

Course content should comprise the following:

- Review of the principles of grammar, with the addition of more complex constructions as required by the reading.
- Increased command of vocabulary with emphasis on the etymological relationships of Latin words, the varied meanings inherent in individual words, and the development of abstract terms.
- Study of word derivation expanded to include word families in English, Latin expressions and derivations which are used in English in law and medicine, and derivatives which have come into English by way of other languages.
- Study of the rhetorical devices used effectively by the great orators and writers of Rome.
- Practice in writing connected passages with some degree of skill to reinforce the realization that Latin writing deals with the expression of ideas rather than with isolated phrases and also to increase the appreciation of an author's style.

- Practice in reading (in difficulty and amount approximating that of four to six orations of Cicero) to attain facility and depth of comprehension, with constant attention to sight translation; occasional writing of polished English versions.
- Study of the political and social problems of the Romans and their attitude toward those problems, with realization of their resemblances to the issues of our own times.

## Suggestions on Teaching

At the very beginning of the third year the teacher should explain that the core of this year's course will be oratory rather than narrative. This will involve discussion of the reasons for the differences between the two literary forms, and more specifically between Caesar's narrative style and Cicero's oratorical style. In order that the transition from Caesar to Cicero may be less abrupt, early attention should be given to the following features of Cicero's style:

- Frequent use of pronouns
- Verbs in the first and second person, in contrast with the almost exclusive use of the third person in Caesar
- Frequent use of imperatives
- Greater elasticity of word order
- Use of the periodic sentence
- Rhetorical devices of oratory

## Reading

A suggested minimum of content for intensive study is the following selection of Cicero's orations:

*In Catilinam I*
*In Catilinam III*
*De Imperio Pompeii*
*Pro Archia Poeta*

For classes or individual students who are able to do more reading, any of the following are suggested:

*In Catilinam II*
*In Verrem*
*Selected Letters*
Some passages of other authors

For a wider range of authors, see page 150 of the *General Report of the Classical Investigation, Part I.*

Whatever authors may be selected, students should learn to *read* Latin, not merely to *decipher* it.

# FOURTH YEAR

In the fourth year of Latin study, full use is made of the foundation which has been laid in the previous three years, as students are led into deeper appreciation of the riches of Latin literature in reading Virgil's epic poem, the *Aeneid.* Through mastery of the mechanics of poetic patterns and rhetorical figures of speech, students should attain a high level

of literary enjoyment in their acquaintance with the epitome of classical poetry, as well as a fuller appreciation of Roman traditions and ideals. Course content should cover the following:

- Review of basic morphology and syntax, supplemented by a study of poetic forms and usage, including those resulting from Greek influence.
- Increase in quantity and in depth of reading vocabulary; appreciation of the metaphorical use of language.
- Continuation of the work in word derivation begun in the third year.
- Some study of metrics and practice in reading Latin poetry orally to develop an appreciation of its beauty.
- Written work in Latin at the discretion of the teacher.
- Practice in reading Latin poetry (equivalent in amount to four or five books of Virgil's); acquaintance with the ideals, ethics, and aesthetics of the Romans which Virgil has immortalized; practice in sight reading, with increasing command and pleasure; possibly, verse translation by gifted students.
- Some concept of the scope of Latin literature and the cultural heritage derived from the Romans.

## Suggestions on Teaching

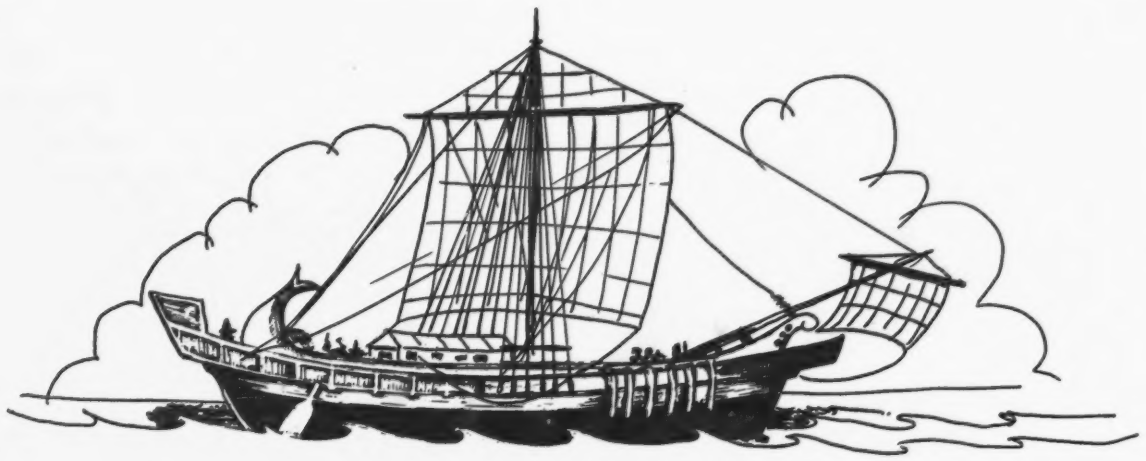
The work of the fourth year, while giving due consideration to forms and syntax, should aim primarily to lead the student to appreciate the *Aeneid* as one of the world's masterpieces of literature. Attention should be given to the sources of the material and to the purpose of its composition, and to Virgil's influence on the literature of the world. It is essential that the poem be read and felt as a poem, and not regarded as material for drill in construing Latin. Passages of great beauty should be read with unusual care. Attention should be called to Virgil's style, to his choice of words, to his keen dramatic sense (as shown especially in the second, fourth, and sixth books), to his loftiness of thought, and to his spiritual kinship with Christianity.

The student should develop a fuller understanding and a greater enjoyment of literature by recognizing the literary devices which evoke a definite response in the student and thus lead to a deeper interpretation of the poet's thought. Devices with which the student should be thoroughly familiar are—

- The dactylic hexameter and the effect gained by varied manipulations of the metrical technique.
- The use of grammatical and rhetorical figures of speech.
- The imagery and symbolism produced by a specific word or by a social or historical allusion.

## Reading

In the fourth year, classes should read a minimum of four books of Virgil's *Aeneid*. Individual students may read and report on selections from other books. Much sight reading should be done by pupils in Virgil. Especially capable classes will often read six books of the *Aeneid*. Where classes must alternate between Cicero and Virgil, it is suggested that some selections from Ovid be taken up at the beginning of the Virgil year.



# IV
# TESTING*

## AIMS OF TESTING

Testing on the secondary school level is not merely a means of measuring achievement but also of diagnosing difficulties and remedying them.

**Oral Tests**

The value of oral testing for such items as pronunciation, vocabulary, and forms, in aiding immediate diagnosis and correction, and in saving time is evident. Oral reading with correct phrasing and expression is an indication of comprehension and appreciation of prose and poetry.

**Written Tests**

These are even more valuable than oral tests for diagnosis and correction of errors. Written tests provide a stimulus for review and encourage the pupil to his best effort.

## FREQUENCY OF TESTING

Frequency of evaluation will depend upon the material to be tested and the level of the class. In the early stages, a program of frequent, even daily, short oral or written quizzes on vocabulary, forms, and syntax, followed by a longer written test to include reading at the end of each unit of work, seems to give good results.

In the third and fourth years, testing may safely be conducted at intervals of as long as three weeks. However, in the third year it is a good idea to give a short reading comprehension test or some type of vocabulary review quiz once a week.

---

* This section has been adapted from *Foreign Languages, Grades 7-12.* Curriculum Bulletin Series No. V, Connecticut State Department of Education, 1958.

## TYPES OF TESTS

The type of test given will also vary according to the aim of the test and the type of achievement to be evaluated.

### Vocabulary

Straight recall tests, oral or written, are useful to help establish in the pupil's mind the necessity of learning the important new words thoroughly. It is economical and meaningful to test vocabulary for each lesson in connection with comprehension work or grammar quizzes (e.g., by dictating sentences using both new words and new constructions).

By the end of the first year, when enough words have been studied to make such procedures possible, recall of previously learned words can be checked along with new vocabulary in various ways, e.g., by asking for words of the same category, words of similar or opposite meaning, words related by derivation, compounds of verbs, etc. When the uses of the common suffixes have been studied, the vocabulary test, oral or written, might include recognition of new words containing these suffixes.

In the third and fourth year work, a vocabulary review from time to time might be followed by a teacher-administered "spell-down" type of oral test or by pupil-constructed and administered tests of the multiple-choice type.

On the whole it is well to recognize the need for a large vocabulary for recognition and a smaller core of vocabulary for instant and accurate recall, and to organize the vocabulary tests with this idea in mind.

### Forms and Syntax

Grammar quizzes should be focused on the point being studied, but not in isolation from others from which it must be distinguished and differentiated.

Knowledge of grammatical constructions may be tested by having pupils fill in blanks in short Latin sentences, by having phrases underlined in short English sentences translated into Latin, by substituting one construction for another (e.g., a gerundive phrase for subjunctive clause of purpose), by choosing the correct construction from among several, and by asking for the syntax of constructions underlined in Latin sentences or for the location of examples of certain uses in a Latin passage.

Inflectional forms should generally be tested in connection with the constructions in which they are used. However, some teachers find it useful from time to time to evaluate knowledge of forms by having pupils decline a noun or give a verb synopsis.

### Translation and Comprehension

All tests to determine reading ability, whether for translation or comprehension on any level, should be at sight. A test on assigned reading may be valuable for other purposes, but it is not a test of *ability* to read. On the lower level it is often more economical and more satisfactory to give reading tests for comprehension rather than for translation. Since it is difficult to find passages for comprehension in the early stages, the

teacher may find it necessary to prepare short paragraphs based on the text being used. In composing such a test it is important to make sure that the questions are not always in the same order or in the same wording as in the reading.

All sight passages, whether for translation or comprehension, should be clear in themselves or so prefaced that the context is clear. Excellent collections of prose passages for sight reading and comprehension are available for all levels beyond the first year. Poetry passages as well as prose can be found in the review books published by various companies. Teachers may sometimes prefer to formulate their own questions on these passages.

As the pupil progresses in Latin III and Latin IV, his reading tests should be more often in the nature of a sight translation with increased emphasis on English wording, construction, and even style.

### General Review Tests

The tests so far discussed have been those for specific purposes to evaluate mastery of vocabulary, grammar, or reading comprehension. The teacher will want to give a more general type of test at the end of certain units of work. Some first, second, and third year tests now have accompanying books with tests scheduled for each unit of work. In the later years the student should be introduced to the type of test which he might meet at the college level. He should be able to recognize and explain classical and mythological allusions in English poetry or prose, to recognize figures of speech and to explain their effect, to evaluate critically passages of literature, and to write a finished translation.

Midyear and final examinations for average students in the early years should consist of types of questions with which the pupil has already become familiar. Since these examinations are chiefly for evaluation purposes, innovations would defeat their aim. These tests should be designed to show the student's overall grasp of the language and mastery of the most important items stressed during the year. *It is a good rule to be sure you teach what you test and test what you teach.*

The teacher may wish to give a standardized test once a year so that pupils may compare their scores with norms or to enable some of the better pupils to enter national or regional competitive examinations. Such competition can provide a powerful stimulus to learning.

# V
# MECHANICAL AIDS*

It is quite generally agreed that mechanical aids hold a definite place in all language teaching. The teacher must give considerable thought to the preparation and manipulation of such material and be fully aware of the goals he wishes to reach so that these aids do not become merely time-consuming gadgets.

The introduction of mechanical aids into classroom practice should be gradual rather than wholesale, in keeping with limited attainable objectives. This will prevent discouragement on account of the time involved in the preparation. It would be unfortunate, because of undue haste in its adoption, to abandon a technique that can have genuinely supporting and stimulating values.

There are certain simple uses to which recordings may be put regardless of the sequence of topics imposed by the textbook and the general approach to language teaching that the instructor may take.

## PRONUNCIATION

All teachers are faced with the problem of developing in the student a reasonably accurate pronunciation of Latin and of impressing on him its importance. Training in pronunciation by mechanical aids may be undertaken in two ways:

The first is to give the students practice with the words and reading in each lesson by imitation. The words for the next day's lesson may be recorded by the teacher in advance and a few minutes set aside at the end of the period for practice in which the words are presented with a pause

---

* This section has been adapted from *Foreign Languages, Grades 7-12.* Curriculum Bulletin Series No. V., Connecticut State Department of Education, 1958.

after each word during which the class may repeat it in unison.

A second method of teaching pronunciation is to focus the student's attention on the quality and quantity of vowels which occur frequently in inflectional endings, and on diphthongs and consonants which differ in sound from their English graphic equivalents. In this approach, graded drills may be developed that will enable the student to identify sounds and then to distinguish between long and short vowels.

## LISTENING

Training in listening may be provided by having the student hear recorded passages properly phrased as an aid to comprehension; he may also be required to read aloud along with the recorded voice. Being thus forced to proceed at the tempo of the tape, the student is led to overcome the tendency to read word by word with unnatural pauses.

## DRILL IN FORM AND USAGE

In addition to being a useful approach to pronunciation and oral reading, recorded material can also assist the teacher by providing additional drills on forms and usage. This is particularly useful in basic work where constant and varied practice is essential for the student to learn and to use forms with ease and accuracy. The central features of recorded drills for oral work are (1) the statement of the problem for the student, followed by (2) a pause of limited length during which the student attempts to give the correct answer before (3) the correct answer is given on the tape. The following are a few indications of the variety of oral drills that may be adapted to use on tape, for outside preparation and class recitation.

| Tape | Pause | Tape |
|---|---|---|
| • Changing verb forms from active to passive in a given tense: | | |
| *spectat* | (student answer) | *spectatur* |
| • Changing verbs from active to passive in a series of tenses: | | |
| *videt* | (student answer) | *videtur* |
| *videbat* | (student answer) | *videbatur* |
| • Changing nouns from singular to plural or vice versa: | | |
| *regis* | (student answer) | *regum* |
| • Providing the required case and number for a series of nouns as a review: | | |
| *amicus*—acc. pl. | (student answer) | *amicos* |
| • Providing correct sentences; requiring students to make additions: | | |
| *Amicum videmus.* | | |
| Change to read: | | |
| We see his friend. | (student answer) | *Amicum eius videmus.* |
| *Amicos vident.* | | |
| Change to read: | | |
| They see their friends. | (student answer) | *Amicos suo vident.* |

The above samples are only a few of those possible for oral drill. The number done in one exercise should not exceed what can be covered in about three minutes. Such oral recitations can also be graded as the pupils recite in turn, if the teacher so desires.

# APPENDIX

## BIBLIOGRAPHY

### Art and Archaeology

Ceram, C. W. *Gods, Graves and Scholars.* Knopf, 1951. $6.95.
Diole, Philippe. *4000 Years under the Sea.* Messner, 1954. $4.50.
Gardner, Helen. *Art through the Ages.* 4th ed., Harcourt, 1959. $10.50.
Labande, E. R. *Rome.* Oxford U. P., 1960. rev. ed. $10.00.
Maiuri, Amedeo. *Roman Painting* (Skira) World, 1953. $18.50.
Menen, Aubrey. *Rome for Ourselves.** McGraw, 1960. $15.00.

### Roman Life, History, and Biography

Abbott, Frank F. *Society and Politics in Ancient Rome.** Biblio and Tannen, 1963.
Anderson, Paul. *A Slave of Catiline.** Biblio and Tannen, 1957.
Anderson, Paul. *For Freedom and for Gaul.** Biblio and Tannen, 1957.
Anderson, Paul. *Swords in the North.** Biblio and Tannen, 1957.
Anderson, Paul. *With the Eagles.** Biblio and Tannen, 1957.
Bibby, Jeoffrey. *Four Thousand Years Ago.* Knopf, 1961. $6.95.
Boak, A. E. R. *A History of Rome to 565 A. D.* 4th ed. Macmillan, 1955. $7.75.
Botsford, George William. *Hellenic History.* 4th ed. Macmillan, 1956. $8.25.
Bowen, Elizabeth. *A Time in Rome.* Knopf, 1959. $4.50.
Brady, Lt. Col. Sidney G. *Caesar's Gallic Campaigns.* Stackpole, 1960. $3.50.
Braymes, Marjorie. *The Walls of Windy Troy.* Harcourt, 1960. $3.50.
Bryher, Winifred. *The Coin of Carthage.* Harcourt, 1963. $4.50.
Carcopino, Jerome. *Daily Life in Ancient Rome.* Yale U. P., 1940. $6.50, paper $1.75.
Chamberlin, Mary. *Dear Friends and Darling Romans.* Lippincott, 1959. $.50.
Charlesworth, Martin P. *The Roman Empire.* Oxford U. P., 1951. $2.00.
Clark, Eleanor. *Rome and a Villa.* Atheneum, 1962. paper $1.45.
Collidge, Olivia. *Roman People.* Houghton, 1959. $3.25.
Cottrell, Leonard. *Hannibal, Enemy of Rome.* Holt, 1961. $5.00.
Davis, William S. *Readings in Ancient History: Greece and the East.** Allyn, 1942.
Davis, William S. *Day in Old Rome.** Biblio and Tannen, 1959. $3.95.
Dill, Sir Samuel. *Roman Society: From Nero to Marcus Aurelius.* Meridian, 1956. $2.45.
Duggan, Alfred. *Julius Caesar.* Knopf, 1955. $3.00.
Durant, William James. *Caesar and Christ.* Simon and Schuster, 1944. $10.00.
Durant, William James. *The Story of Civilization.* Simon and Schuster, 1963. 8 vols. $10.00.
Ferrero, Guglielmo. *The Life of Julius Caesar.* Putnam, 1962. paper $1.95.
Finley, M. I. *The World of Odysseus.* Meridian, paper $1.35.
Frank, Tenney. *Life and Literature in the Roman Republic.* U. of California, 1957. paper, $1.50.

---

*EXPLANATION OF LISTINGS:* Titles followed by an asterisk are not listed in *Books in Print, U. S. A., 1965,* the index to the *Publishers' Trade List Annual* published by R. R. Bowker Co., New York. These books may be available, however, from various booksellers and jobbers. Where no price is listed, this is because no price was given in *Books in Print* or other recent listings used in preparing this bibliography. For complete addresses of publishers, see the list of publishers at the end of the Appendix.

Gibbon, Edward. (The Portable Gibbon). *The Decline and Fall of the Roman Empire.* Viking, 1952. $2.95.
Gibbon, Edward. *History of the Decline and Fall of the Roman Empire.* Harcourt, 1960. $8.00.
Grant, Michael. *Romans.* Nelson, 1961. $3.75.
Grant, Michael. *The World of Rome.* World, 1960. $7.50.
Guerber, H. A. *The Story of the Romans.* American, 1924.
Hamilton, Edith. *Roman Way.* Norton, 1932. $4.50.
Handford, S. A. (Trans.) *Caesar, The Conquest of Gaul.* Penguin, 1961. $.95.
Haywood, Richard M. *The Myth of Rome's Fall.* Apollo, paper, $1.50.
Hill, Herbert. *The Roman Middle Class in the Republic Period.** Macmillan, 1952.
Horgan, Paul. *Rome Eternal.* Farrar, 1959. $4.50.
Hurlbert, Stephen A. *With Caesar In France.** St. Alban's P., 1933.
Johnston, Mary. *Roman Life.* Scott, 1957. $9.00.
Judson, Henry P. *Caesar's Army.** Biblio and Tannen, 1961. $3.95.
Katz, Solomon. *Decline of Rome and the Rise of Medieval Europe.* Cornell U. P., 1955. paper, $1.50.
Lamb, Harold. *Hannibal: One Man Against Rome.* Doubleday, 1958.
Lanciani, Rodolfo. *Ancient and Modern Rome.* Cooper, 1927. $2.95.
Lewis, Naphtali, and Reinhold, Meyer. *Roman Civilization.* Columbia U. P., 2 vols.—vol 1, 1951. vol 2, 1955. $7.50 each.
Lissner, Ivar. *The Caesars, Might and Madness.* Putnam, 1958. $5.95.
McCartney, Eugene S. *Warfare by Land and Sea.* Cooper, 1923. $2.95.
Mills, Dorothy. *A Book of Ancient Romans.* Putnam, 1927. $3.75.
Mommsen, Theodor. *History of Rome.* Macmillan, 1957. 5 vols. $4.00.
Moore, F. G. *The Roman's World.* Columbia U. P., 1936. $7.50.
Morton, Henry Canova Vollam. *Traveler in Rome.* Dodd, 1957. $6.00.
Petersson, T. *Cicero: A Biography.** Biblio and Tannen, 1920. $7.50.
Quennel, Marjorie, and Quennel, C. H. B.* *Everyday Life in Homeric Greece.* Putnam, 1930.
Quennel, Marjorie, and Quennel, C. H. B. *Everyday Things in Ancient Greece.* 2nd ed. Putnam, 1954. $3.50.
Rolfe, John Carew. *Cicero and His Influence.* Cooper, 1963. $2.95.
Showerman, Grant. *Monuments and Men of Ancient Rome.* Appleton, 1935. Price not given.
Showerman, Grant. *Rome and the Romans.** Macmillan, 1931. Price not listed.
Tappan, Eva Marsh. *The Story of the Roman People.* Houghton, 1960. $3.24.
Taylor, Duncan B. *Ancient Rome.* Roy, 1960. $3.25.
Toynbee, Arnold J. *Twelve Men of Action in Graeco-Roman History.** Beacon, 1952.
Treble, Henry A., and King, K. M. *Everyday Life in Rome at the Time of Caesar and Cicero.* Oxford U. P., 1930. $1.75.
Tunis, Edward. *Weapons.* World, 1954. $5.95.
Wallbank, T. Walter, and others. *Civilization Past and Present.* 2 vols. 5th ed., Scott, 1965. single rev. ed. 1962, $10.50. $9.00.
Walter, Gerard. *Caesar: A Biography.* Scribner, 1952. 1 vol. ed. rev. 1962. Scott. $10.00.
Wolff, Hans J. *Roman Law.* Oklahoma U. P., 1951. $4.50.

## Mythology and Legends

Church, A. J. *Iliad for Boys and Girls.* Macmillan, 1949.
Church, A. J. *Odyssey for Boys and Girls.* Macmillan, 1949.
Collidge, O. E. *Greek Myths.* Houghton, 1949. $3.75.
Collidge, O. E. *Trojan War.* Houghton, 1952. $3.75.
Colum, Padraic. *The Golden Fleece and the Heroes who Lived before Achilles.* Macmillan, 1959. $3.95.
Galt, Thomas. *Rise of the Thunderer.** Crowell, 1954.
Gayley, Charles Mills. *Classical Myths In English Literature and in Art.* Ginn, 1939. $7.00.
Graves, Robert. *Greek Gods and Heroes.* Doubleday, 1960. $3.50.

Guerber, H. A. *Myths of Greece and Rome.* London House, 1963. $4.75.
Hamilton, Edith. *Mythology.* Little, 1942. $5.00.
Hawthorne, Nathaniel. *Wonder Book and Tanglewood Tales.* Houghton, 1923. $4.50.
Hershbert, M. J. *Myths and their Meanings.** Allyn, 1935.
Tatlock, J. *Greek and Roman Mythology.* Appleton, 1920. $3.50.
Warner, Rex. *Men and Gods.* Farrar, 1951. $1.95.

## Fiction with a Classical Background

Asch, Sholem. *The Apostle.** Putnam, 1943.
Asch, Sholem. *Nazarene.* Pocket Books, 1939. paper, $.50.
Bryher, Winifred. *Roman Wall.* Pantheon, 1954. $3.00.
Bulwer-Lytton, Edward. *The Last Days of Pompeii.* Dutton, $2.25.
Caldwell, Taylor. *A Pillar of Iron.* Doubleday, 1965. $3.95.
Church, A. J. *The Adventures of a Roman Boy.** Biblio and Tannen, 1960.
Church, A. J. ed. *The Odyssey of Homer.* Macmillan, 1964. $2.50.
Coles, Manning. *Great Caesar's Ghost.** Doubleday, 1948.
Costain, Thomas B. *The Silver Chalice.* Doubleday, 1954. $4.50. paper, $.75.
Davis, W. S. *A Friend of Caesar.* Macmillan, 1919. $6.95.
DeWohl, Louis. *Living Wood.* Lippincott, 1947. $4.50.
DeWohl, Louis. *The Spear.* Lippincott, 1955. $5.95.
Douglas, Lloyd. *The Robe.* Houghton, 1942. $4.95. paper, $.75.
Gale, Elizabeth. *Julia Valeria.* Putnam, 1951. $3.75.
Hall, Jennie. *Buried Cities.* Macmillan, 1922. $2.95.
Hawthorne, Nathaniel. *The Marble Faun.* Dell, $.50.
Ingles, J. W. *Test of Valor.* Grossett, paper, $.50.
Kipling, Rudyard. *Puck of Pook's Hill.* Doubleday, 1906. $3.50.
Koestler, Arthur. *The Gladiators.** Macmillan, 1939.
Lawrence, Isabelle. *Gift of the Golden Cup.* Bobbs, 1960. $3.50.
Lawrence, Isabelle. *Theft of the Golden Ring.* Bobbs, 1960. $3.50.
Macaulay, Thomas B. *Lays of Ancient Rome.* Dutton. $2.25.
MacKaye, Loring. *The Silver Disk. Hall,* 1955. $1.56.
Malvern, Gladys. *Tamar.* McKay, 1952. $3.75.
MacLeish, Archibald. "The Trojan Horse," in *Collected Poems,* 1917-1952. Houghton, 1963. $5.00. paper, $2.45.
Mitchison, Naomi Margaret. *The Conquered.* Dufour, 1959. $3.95.
Powers, Alfred. *Hannibal's Elephants.* McKay, 1944. $3.59.
Robinson, Cyril. *Everyday Life in Ancient Greece.* Oxford U. P., 1933. $1.40.
Salon, Gregory. *The Three Legions.** Random, 1956.
Shore, Maxine. *Captive Princess.* McKay, 1952. $4.25.
Sienkiewicz, Henryk. *Quo Vadis.* Little, 1943. $5.95.
Slaughter, F. G. *Road to Bithynia.* Doubleday, 1951. $3.95.
Snedeker, Caroline. *Triumph for Flavius.* Lothrop, 1955. $3.00.
Snedeker, Caroline. *White Isle.* Doubleday, 1940. $3.25.
Sutcliff, Rosemary. *Eagles of the Ninth.* Walck, 1954. $4.50.
Trease, Geoffrey. *Message to Hadrian.* Vanguard, 1955. $3.50.
Trease, Geoffrey, *Web of Traitors.* Vanguard, 1952. $3.50.
Wallace, Lew. *Ben Hur.* (Special large-type ed.) Harper, $4.95.
Wallace, Lew. *The Boy's Ben Hur.* (Abridged ed.) Harper, 1928. $4.95.
Warner, Rex. *The Young Caesar.* Little, 1958. $5.00.
White, Edward L. *The Unwilling Vestal.* Dutton, 1918. $4.50.
Wilder, T. N. *Ides of March.* Harper, 1948. $4.95.
Wilder, T. N. *Ides of March.* Grossett, 1950. paper, $1.25.
Yourcenar, Marguerite. *Memoirs of Hadrian.* Farrar, 1963. $7.00.

## Dictionaries and Reference Books

Adcock, Frank E. *The Roman Art of War Under the Republic.* Barnes and Noble, 1960. $3.00.
Avery, Catherine B. *The New Century Classical Handbook.* Appleton, 1962. (This

is an encyclopaedic reference work on gods and heroes, people and places, myths and legends) $15.00.
Burriss, Eli E., and Casson, Lionel. *Latin and Greek in Current Use.* 2nd ed., Prentice, 1949. $4.95.
Cary, Max, and others. *Oxford Classical Dictionary.* Oxford U. P., 1949. $14.50.
Cassell's *New Latin Dictionary.* Funk, 1956. thumb-indexed, $8.50. plain, $7.50.
Dorey, T. A. editor. *Cicero, Studies in Latin Literature and its Influence.** I. Routledge and Kegan Paul, 1965. $4.90.
Duckworth, George. *Structural Patterns and Proportions in Vergil's Aeneid.* U. Michigan, 1962. $7.50.
Duggan, Alfred. *Family Favorites.* Pantheon, 1961. $4.50.
Finley, M. I. *The Ancient Greeks, An Introduction to their Life and Thought.* Viking, 1963. $5.00. paper, $1.45.
Geer, R. M. *Classical Civilization: Rome.* Prentice, 1950. 2nd ed. $8.50.
Gow, James A. *Companion to School Classics.** St. Martin's. $3.00.
Gummere, Richard M. *The American Colonial Mind and the Classical Tradition.* Harvard U. P., 1963. $5.25.
Hadas, Moses. *History of Latin Literature.* Columbia, 1952. $7.50. paper, 1964, $2.45.
*Hammond's Historical Atlas.* Hammond, 1950. $.75.
*Harper's Dictionary of Classical Literature and Antiquities.* Ed. by Harry T. Peck. Cooper. $25.00.
Harvey, Paul, ed. *Oxford Companion to Classical Literature.* Oxford U. P., 2nd ed., 1937. $4.50.
Highet, Gilbert. *The Classical Tradition: Greek and Roman Influences on Western Literature.* Oxford U. P., 1949. $10.00. paper, $2.95.
Lee, Lula. *The Latin Elements in English Words,* Exposition, 1959. $3.00.
MacKail, J. W. *Vergil and His Meaning to the World of Today.* Cooper, 1922. $2.95.
Noyes, Alfred. *Great Writers of the World.** Sheed and Ward, 1947.
Nybakken, Oscar E. *Greek and Latin in Scientific Terminology.* Iowa U. P., 1960. $5.95.
Otis, Brooks. *Virgil: A Study in Civilized Poetry.* Oxford U. P., 1964. $7.20.
Payne, Robert. *Ancient Greece, The Triumph of a Culture.* Norton, 1964, $8.95.
Plutarch. *Lives of the Noble Romans.* abridged ed. by Edmund Fuller, Dell. paper, $.50.
Poschl, Viktor. (Trans. by Gerda Seligson) *The Art of Vergil: Image and Symbol in the Aeneid.* U. Michigan, 1962. $3.95.
Prescott, H. W. *The Development of Vergil's Art.* Russell, 1963. $8.50.
Putnam, Michael C. J. *The Poetry of the Aeneid: Four Studies in Imaginative Unity and Design.* Harvard, 1965. $5.25.
Sheat, W. W., ed. *Etymological Dictionary of the English Language.* Oxford U. P., 1910. New rev. and enlg. $11.20.
Strong, Jay., ed. *Treasury of the World's Great Myths and Legends.** Hart, 1951.
Tatlock, Jessie. *Greek and Roman Mythology.* Appleton, 1929. $3.50.
Wheelock, Frederic M. *Latin—An Introductory Course Based on Ancient Authors.* Barnes and Noble, 1956. 3rd ed., 1963. $5.50.
White, J. T., and Dixon, D. D. *Classic Latin-English, English-Latin Dictionary.* Follett, 1952. $6.95.

## Periodicals

*Archaeology,* published quarterly in March, June, September, and December by the Archaeological Institute of America, 5 Washington Square North, New York 3, New York.
*Auxilium Latinum,* published by Classical Association for the promotion and study of Latin. Fr. A. E. Warsley, P. O. Box 501, Elizabeth, New Jersey 07207. October through May. $.75.
*Res Gestae,* published semi-monthly October through May by the Yale Book Company, 34 Butternut Street, Toronto 6, Canada. Latin or English

version of comments on world events, science, sports, television, etc. $1.50.

*The Classical Bulletin,* published monthly, November through April, by the Department of Classical Languages, St. Louis University, St. Louis, Missouri 63103. $2.00.

*The Classical Journal,* published monthly, October through May, by Classical Association of the Middle West and South. Address secretary of the appropriate regional association, or Professor P. R. Murphy, Ohio University, Athens, Ohio 45701. $4.25.

*The Classical Outlook,* published monthly, October through May, by the American Classical League, Miami University, Oxford, Ohio 45056. Carries information on the Junior Classical League and lists materials available from the League's Service Bureau. $1.00.

*The Classical World,* published monthly, October through June. Edited by Edward A. Robinson, Rutgers University, Newark, New Jersey 07102. Carries yearly such features as inexpensive books for teaching the classics, audiovisual materials, and extensive listings and reviews of new books. $4.25.

*Torch: U.S.,* The Junior Classical League—sponsored by the American Classical League, Belle Gould, 315 Wilson St., Henderson, Texas 75652.

Subscriptions to *The Classical Journal, The Classical Outlook,* and *The Classical World* may be taken in combination at a lower rate through the American Classical League.

## Latin Study and Activity Materials

### Readers

Latin readers are reviewed and listed in order of increasing difficulty in a new publication: *Latin Readers: An Annotated Bibliography,* Curriculum Bulletin Series, No. V. Supplement, issued by the State Department of Education, Hartford, Connecticut. June 1961.

*Reading Selections, Latin II,* Bulletin 163, compiled and edited by a committee of Montgomery County teachers. Montgomery County Public Schools. Division of Instructional Services, Rockville, Md., 20850. 1962. 51p. $1.50. These selections from a variety of writings of several authors have been chosen for their content and interest value to replace certain passages of Caesar.

### Oral Latin

Beach, Goodwin B., and Ford, Lewis Battles. *Locutionum Glossarium: A Guide to Latin Conversation.* The Hartford Seminary Press, Hartford, Conn. 06115. 1961.

Brown, Robert T. *Modern Latin Conversation.* Heath, 1943.

Mary Emmanuel, Sister, OSU. *Quomodo Dicitur.* James Denny Printing Co., Tiffin, Ohio. 1948.

Most, William G. *Latin by the Natural Method, Books I and II.* Henry Regnery Co., Textbook Division, 426 S. Spring Street, Los Angeles 13, California.

Sweet, W. E. *Latin Workshop Experimental Materials.* Book I. University of Michigan, Ann Arbor, Michigan. 1954.

### Word Study

Burriss, E. E. and Casson, Lionel. *Latin and Greek in Current Use.* 2nd ed. Prentice, 1949. $5.25.

Chase, Stuart. *Power of Words.* Harcourt, 1954. $4.75.

Ernst, M. S. *Words: English Roots and How They Grow.** 3rd ed., revised. Knopf, 1954.

Funk, Charles E. *Thereby Hangs a Tale: Stories of Curious Word Origins.* Harper, 1950. $4.50.

Funk, Wilfred. *Word Origins and Their Romantic Stories.* Funk, 1950. $4.95.

Funk, Wilfred, and Lewis, Norman. *30 Days to a More Powerful Vocabulary.* Washington Square. paper, $.45.

Greene, Amsel. *Word Clues.* Harper, 1949. $2.80.

Greenough, Jas. B., and Kittredge, G. L. *Words and Their Ways in English Speech.* Beacon, 1962. paper, $2.25.
Hart, Archibald, and Lejeune, F. A. *Latin Key to Better English.** Dutton, 1942.
Hayakawa, S. I. *Language, Meaning and Maturity.* Harper, 1954. $5.00.
Jespersen, Otto. *The Growth and Structure of the English Language.* 9th edition. Macmillan, 1955. $2.50.
Nurnberg, M. W., and Rhodes, W. T. *How to Build a Better Vocabulary.** Prentice, 1949.
Pei, Mario. *The Story of Language.* Lippincott, Rev. ed. 1965. $7.50.
Potter, Simeon. *Our Language.* Penguin, 1957. $.95.
*Word Ancestry.* American Classical League, 1939.

### Latin Songs

*Carmina Latina.* Am. Class.
Flickinger, R. C. *Carmina Latina.* Flickinger
Flickinger, R. C. *Songs for the Latin Club.*
Geyser, A. F. *Musa Americana.* Loyola U. P., 1920.
Hieble, Jacob. *Carmina Latina.* Thrift P.
Robertson, John C., comp. *Latin Songs and Carols.* U. Toronto, 1945.
Robinson, D. N. *Plays and Songs for Latin Clubs.* Wesleyan U., Delaware.

### Latin Clubs

Bancroft, J. H. *Games.* Macmillan, 1924.
Frank, Letitia. *Dramatizations for the Latin Class.* Walch, 1962. 153p. $3.00.
*L-A-T-I-N* (Latin Card Game). Am. Class, $1.75.
Latin Week Bulletins. Am. Class.
Lawler, L. B. *The Latin Club.* Am. Class. 1952.

The Latin Club should be a chapter of the Junior Classical League sponsored by the American Classical League. The League has many helps and carries accounts of Junior activities in its monthly magazine, *The Classical Outlook.*

## Latin Teaching: Principles, Guides, Courses of Study

### Teaching Latin

Distler, Paul F., S. J. *Teach the Latin, I Pray You.* Loyola U. P., 3441 North Ashland Ave., Chicago, Ill. 60657. 1962. 254 p. $2.00.
Eichner, Richard P. "Principles of Curriculum Revision in Latin II, III, and IV," *The Classical World,* 57, 1:1-6, October 1963.
Incorporated Association of Assistant Masters in Secondary Schools. *Teaching of Classics.* 2nd ed. Cambridge, 1961.
Levy, Harry L. "Teaching Latin and Greek—New Approaches." *The Classical Journal.* 57, 5:202-230. February 1962.
McGuire, Martin R. P., ed. *Teaching Latin in the Modern World.* The Proceedings of the Workshop on the Teaching of Latin in the Modern World. Catholic U. P., Washington, 20017. 1960. 266p. $3.50. Contains essays and workshop proceedings dealing with the place of Latin in the curriculum, pronunciation, and methods of teaching Latin on the high school level.
Parker, William R. *The Case for Latin.* PMLA, LXXIX, 4 (part 2):3-10 and *The Classical Journal,* 60, 1:1-10. Reprints available from the American Classical League, Miami University, Oxford, Ohio 45056. 12¢ each or 10¢ in quantities of 50 or more.
Peckett, C. W. E. "Modern Methods of Teaching Latin." *The Classical Journal,* 59, 2:58-62, November 1963. Teachers say that this article is extremely helpful in regard to lingistics. Single copies at 65¢ each available from Paul R. Murphy, *Classical Journal,* Ohio University, Athens, Ohio 45701.
Reiff, Del J. "Latin and the Guidance Counselor." *The Classical Journal.* 60, 7:307-309, April 1965.
Scanlan, R. T. "Advanced Placement: Enrichment and Acceleration in the Latin Program." *The Classical Journal,* 57, 2:73-76, November 1961.

*Successful Devices in Teaching Latin* by Sister M. Bonaventure. 1959. 205p. $2.50. Walch, Publishers.
White, Dorrance S. *The Teaching of Latin.* Scott, 1951.
Woods, Shirley F. "A Humane Approach to High School Latin." *Journal of Secondary Education,* 39 1:32-35, January 1964.

**Recent Guides and Courses of Study**

*A Guide for Instruction in Latin—Secondary School.* Curriculum Bulletin No. 22, State of Minnesota, Department of Education, St. Paul 1. 1958. (Bibliography and audiovisual guide.)
*Course of Study: Latin and Modern Language.* Grades 9-12. West Orange Public Schools, West Orange, New Jersey. June, 1960.
*Foreign Languages.* Grades 7-12. Curriculum Bulletin Series No. V. State Department of Education, Hartford, Connecticut. 1958. (Emphasizes aural-oral approach and pattern practice)
*Foreign Languages in Atlanta Community High Schools.* Atlanta, (Ga.) Public Schools. 1954. (Bibliography, audiovisual aids, conversations, songs)
*Latin For Secondary Schools.* State of Indiana, Department of Public Instruction, Bulletin No. 340. 1963.
*Syllabus in Latin.* The New York State Education Department, Bureau of Secondary Curriculum Development. Albany, New York. 1956. (Latin in grades 7-8, general Latin, elementary and advanced Latin, bibliography)
*Teaching Guide for Latin.* A tentative program for the secondary schools. Board of Education, City of Chicago. 2nd printing, copyright 1959. (Bibliography, audiovisual guide, sample lessons)

* * *

The emphasis on modern languages, stimulated by the National Defense Education Act, and the subsequent insistence on the acquisition of aural-oral facility and the ingraining of correct grammatical responses through pattern practices should cause Latin teachers to look anew at the linguistic approaches employed in the textbooks devised by Waldo E. Sweet and Father William G. Most. They should also be prepared to experiment with the new "programed" material currently being prepared in Latin.

# TEACHING AND STUDY AIDS

## Informational Service

A very useful address is that of the American Classical League Service Bureau, Miami University, Oxford, Ohio. Free classified lists of the Service Bureau's offerings are available.

Two publications of the American Classical League are especially helpful:

*A Catalogue of Audiovisual Aids for Classical Studies*, originally issued in 1949 and since supplemented and revised, and Bulletin 713, *Suggested Books for Latin Classes*. The latter is basically a reading guide for students in ninth-grade classes, listing books as to grade level and suitability and interest for first-year classes. Books are arranged in seven divisions: mythology and religion, background, biography, history, archaeology and travel, literature and language, and readers.

Serving to keep both audiovisual and textual listings up-to-date are the current reviews in *The Classical World*.

## Films

Audio-Visual Aids Service, Allen Perry, Director, University of Idaho, Moscow, Idaho 83843. *Urbs Mea* (16 mm., sd., 11 min., color) Rental, $3.00. Prepared by Robert L. Merrill. Accompanying study guide with Latin and English texts.

Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Ill. 60091. *Vita in Roma Antiqua* (16 mm., sd., 14 min., color) No. 2186. Inquire rental price. This film with Latin narration was made on the sets of Bronston's "Fall of the Roman Empire." Inquire about other films on Rome with English narration made on the same sets.

Film Associates of California, 11014 Santa Monica Blvd., Los Angeles 90025. French, Latin, and Spanish films, rental or sale. Write for information.

## Filmstrips

Filmstrips may be purchased at a nominal cost, stored within the classroom, and used as needed. Most now come in color. For further listings and a directory of producers and primary distributors, consult the yearly guide issued by the H. W. Wilson Co. and the May issue of *The Classical World*.

In the listing below, the numbers in parentheses indicate the number of frames in the filmstrip. Colored filmstrips are indicated by (c) and the symbol @ indicates each. Numerals in parentheses indicate the number of frames in each filmstrip.

Association Films: Picture Stories of Ancient Rome (60) guide.

Comma: Series of five strips on *Greek and Roman Theatres of the Ancient World* (c); series of two strips on *Roman Circuses, Amphitheatres and Naumachiae* (c).

Curriculum Films: *A Roman Centurion; A Roman Family; Oympic Glory.* (@ 25 c)

Encyclopaedia Britannica: *Ancient Rome* (40c)

Eye Gae: *Life in Other Times series—Ancient Egypt; Greece, Rome; Greece, Cradle of Culture* (c).

*Old World Backgrounds of American History* series—*The Early Nations of Southwest Asia; The Glory that Was Greece; The Grandeur that was Rome.*

Info Classroom: *Ancient Greece, Ancient Rome* (32 @); *Life in Ancient Rome* (40); *Life in Ancient Greece* (43), captions.

Jam Handy: *Myths of Greece and Rome* (6 strips, captions) (c); *Heroes of Greek Mythology* (6 strips, captions) (c).

Life: *The Epic of Man* series—*Crete, The Minoan Age* (56); *The Palace of Minos* (54); *Great Age of Warriors: Homeric Greece* (69); *Forbears of the West: The Celts* (c); *The World of the Past* series—*Ancient Egypt; Ancient Athens* (c).

McGraw-Hill: *A Day in Ancient Rome* (36); *Growing Up in Ancient Rome* (34) captions, guide; *Words Derived from Latin and Greek* (45 c).

Photoplay: *Alexander the Great* (55); *Ulysses* (64 c). Society for Visual Education: Latin series of 20 filmstrips, including *Ulysses and Circe, etc.*

The Tutor that Never Tires: 50 reading and testing filmstrips, including *Jason and the Golden Fleece, The Helvetian Campaigns,* etc.

Merriam: *Picturesque World Origins* (98 c) lecture text, 40 min. Loan prepaid.

## Slides

Slides are available in great numbers and may be borrowed, rented, or purchased (or even photographed by the classroom teacher). Only a few sources will be given here, since an up-to-date listing is possible only by checking the latest revision of *A Catalogue of Audio Visual Aids for Classical Studies* distributed by the American Classical League, or by consulting *The Classical World,* especially at the time of its year-end summary.

American Library Color Slide Co., 222 W. 23rd St., New York 11, New York has catalogs on *World History of Sculpture* 61-2; *Basic Libraries of World Art* 61-6; *World History of Minor Arts* 61-4; *A Survey of World Arts with Lectures* 61-67; *World Architecture* 61-1; *World History of Painting* 61-63; and *Integrated Sets on Surveys of Architecture, Sculpture, Painting, and the Minor Arts* 61-65.

*Color Slides on Classical Subjects,* Raymond V. Schoder, S. J., Photo Service Department, Bellarmine School of Theology, 230 South Lincoln Way, North Aurora, Ill. 60542.

*Color Slide Encyclopaedia, Catalog 3* (January 1960), P. O. Box 150, Oxford, Ohio. One copy free to educational institutions.

*Eastman Educational Slides,* 1023 Meadow Road, Glencoe, Ill. In sets of 50, rental $3.50 plus transportation: *Roman House, Roman Games and Amusements, Mythology, Caesar's Gallic Wars, Wanderings of Aeneas.*

William M. Seaman, 747 Beech Street, East Lansing, Mich. 2 x 2 color paper mounts. 291 items on Roman archaeology: *Rome, Forum, Ostia, Pompeii, Herculaneum, Palatine, Imperial Fora.*

*Wolfe Worldwide Films,* Department 652, 1657 Sawtelle Blvd., Los Angeles 25, California. Over 1000 scenes on classical subjects; catalog of 8000.

## Maps

Denoyer-Geppert Company, 5235 Ravenwood Ave., Chicago, Ill. 60640. Colorful maps in foreign text, globes, charts, models. Write for catalog.

A. J. Nystrom and Co. *Caesar's Gaul. The Roman Empire.* (latter is folding map). Desk outline maps 8 x 10½ and 10½ x 15.

Rand-McNally and Co. *Caesar's Campaigns in Gaul. Roman Republic. Jastrow Language Map of Europe and Near East.*

Educational Illustrators, 228—69th Avenue, Bayside 64, New York: Literary maps for the *Odyssey* and the *Aeneid.*

Thrift Press: Wall map of Classical Antiquity and student copies.

## Projects and Realia

Alva Museum Replicas, Inc., 140 W. 22nd Street, New York, New York 10011. Catalog.

Miss Edith M. Cook, Projects, Box 6, Westtown, Pennsylvania.

Hesperia Art, 2219 St. James Street, Philadelphia 3, Pennsylvania. Catalog issued four times yearly for $2.00.

Museum Pieces, Inc., 15 W. 27th Street, New York 10001. 24 reproductions of Greek and Roman sculpture.

United Nations Souvenir Shop, United Nations Bldg., New York, New York. Small reproductions of Greek vases.

For further ideas, consult the guides issued by the Minnesota State Department of Education, The New York State Department of Education, The Atlanta Public Schools, Atlanta, and the Montgomery County, Maryland Public Schools.

## Records

Records for Latin fall into three main groups—musical compositions based on classical themes, readings in Latin, and grammar drills.

Perhaps the most complete listing of the first type is that carried in the Minnesota state guide.

Folkways Records & Service Corp., 165 West 46th Street, New York 10036 has discs in Latin and many modern languages. Catalog on request.

The Linguaphone Institute, 15 Rockefeller Plaza, New York, has five records giving the first ten lessons of Latin by the direct method.

Regents Publishing Company, 200 Park Avenue, South, New York, has three sets of materials recorded on both records and tapes.

*Schwann Long-playing Record Catalog* (available from record dealers). This listing includes Greek and Latin language and literature recordings (Caedmon, Decca, Folkways, and Spoken Arts records) in the original or in translation. For a listing of 13 of these records, see *The Classical Journal,* 59, 8:354-356, May 1964.

The Tutor that Never Tires, Inc., Box 327, Bronxville, New York, has a series of teaching records called *Responde Mihi.*

## Tapes

Audio-Visual Center, Kent State University, Kent, Ohio 44240. The Center has a library of tapes in French, German, Latin and Spanish available for copying for classroom use. Catalog, $1.00. Center will also duplicate tapes for teachers for small service charge. Write for information.

Educational Stimuli, 2012 Hammond Ave., Superior, Wisconsin 54881. Tape recordings for Latin. Twenty-eight 15-minute programs. Write for literature and prices.

EMC Corporation, 180 East Sixth Street, St. Paul, Minnesota 55101.

*The Sounds of Latin.* Twenty 30-minute tapes consisting of 36 lessons. Correlated with *Latin: A Structural Approach,* by Waldo E. Sweet. Tape Recording Services, Audio-Visual Education Center, University of Michigan, 720 East Huron, Ann Arbor, Michigan 48104. Recording charges are 50¢ for each 15 minutes of duplication. Teacher may provide his own tapes or he may purchase them from the Center. $1.65/600 ft. and $2.25/1200 ft. reels.

The Use of Tapes in Teaching Latin (from *The Classical Outlook*): "Latin Tapes," by Sister Lidwine, FCSP, XLII, 5:52-54, January 1965. "The Versatility of Tape Teaching," by Adee N. Bennett, XLII, 5:54-55, January 1965. "Tapes and Latin IV," by Rudolph J. Masiantonio, XLII, 5:55-56, January 1965.

Wible Language Institute, 24 South Eighth Street, Allentown, Pennsylvania 8105. Distributes a variety of tapes, films, filmstrips, records, and books in 250 languages. Write for catalog.

## Vocabulary Cards

Language Learning Aids, Box 850, Boulder, Colorado.

Visual Education Association, 207 S. Perry Street, Dayton 2, Ohio. Small boxes for student use, jumbo size for class use.

The Vocabulary Press, 2706 Virginia Street, Berkeley, California. Almost 2400 Latin-English, English-Latin definitions printed on bristol board to fit 8½ x 11-inch notebooks.

---

# PUBLISHERS

Allyn—Allyn and Bacon, Inc., 150 Tremont St., Boston, Mass. 02111
Am. Bk.—American Book Company, 55 5th Ave., New York, N. Y. 10017
Am. Class.—American Classical League, Miami University, Oxford, Ohio
Apollo—(see Morrow)
Appleton—Appleton-Century-Crofts, Inc., 440 Park Ave., S., N. Y. 10016
Atheneum—Atheneum Publishers, 162 E. 38th Street, New York, N. Y. 10016
Barnes & Noble—Barnes & Noble, Inc., 105 Fifth Ave., New York, N. Y. 10003
Beacon—Beacon Press, Inc., 25 Beacon St., Boston, Mass. 02108
Biblio & Tannen—Biblio and Tannen Booksellers & Publishers, Inc., 63 4th Ave., New York, N. Y. 10003
Bobbs—Bobbs-Merrill Co., Inc., 4300 W. 62nd St., Indianapolis, Ind. 46206
Cambridge—Cambridge Book Company, Inc., 45 Kraft Ave., Bronxville, N. Y. 10708
Columbia U. P.—Columbia University Press, 2960 Broadway, New York, N. Y. 10027
Cooper—Cooper Square Publishers, Inc., 59 4th Ave., New York, N. Y. 10003
Cornell U. P.—Cornell University Press, 124 Roberts Place, Ithaca, N. Y. 14851
Crowell—Thomas Y. Crowell Company, 201 Park Ave., S., New York, N. Y. 10003
Dell—Dell Publishing Company, Inc., 750 Third Avenue, New York, N. Y. 10017
Dodd—Dodd, Mead & Company, 432 Park Ave., South, New York, N. Y. 10016
Doubleday—Doubleday & Company, Inc., 272 Park Ave., New York, N. Y. 10017
Dufour—Dufour Editions, Chester Springs, Pa. 19425
Dutton—E. P. Dutton & Company, 201 Park Ave., South, New York, N. Y. 10003
Exposition—Exposition Press, 386 Park Ave., S., New York, N. Y. 10016
Farrar, Straus—Farrar, Straus, and Giroux, 19 Union Square, West, New York, N. Y. 10003
Follett—Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Ill. 60607
Funk—Funk & Wagnalls Company, 360 Lexington Ave., New York, N. Y. 10017
Ginn—Ginn & Company, Statler Building, Back Bay P. O. Box 191, Boston, Mass. 02117
Grossett—Grossett & Dunlap, Inc., 51 Madison Ave., New York, N. Y. 10010
Hall—G. K. Hall & Company, 70 Lincoln St., Boston, Mass. 02111
Hammond—C. S. Hammond & Company, Hammond Bldg., Maplewood, N. J. 07040
Harcourt—Harcourt, Brace and World, Inc., 757 3rd Ave., New York, N. Y. 10017
Harper—Harper & Row, Publishers Inc., 49 East 33rd St., New York, N. Y. 10016
Hart—Hart Publishing Company, Inc., 74 5th Ave., New York, N. Y. 10011
Harvard U. P.—Harvard University Press, 79 Garden St., Cambridge, Mass. 02138
Heath—D. C. Heath & Company, 285 Columbus Ave., Boston, Mass. 02116
Holt—Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, N. Y. 10017
Houghton—Houghton Mifflin Company, 110 Tremont St., Boston, Mass. 02107
Iowa U. P.—Iowa State University Press, Press Bldg., Ames, Iowa 50010
Knopf—Knopf, Inc., 501 Madison Avenue, New York, N. Y. 10022

Lippincott—J. B. Lippincott & Company, East Washington Square, Philadelphia, Pa. 19105
Little—Little, Brown & Company, 34 Beacon St., Boston 6, Mass.
London House—London House & Maxwell Inc., 122 E. 55th St., New York 22, N. Y.
Lothrop—Lothrop, Lee & Shepard Company, Inc., 419 Park Ave., South, New York, N. Y. 10016
Macmillan—Macmillan Company, 60 Fifth Ave., New York, N. Y. 10011
Meridian—(See World)
McGraw—McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York, N. Y. 10036
McKay—David McKay Company, Inc., 750 Third Avenue, New York, N. Y. 10017
Messner—Julian Messner, Inc., 8 W. 40th Street, New York, N. Y. 10018
Morrow—William Morrow & Company, Inc., 425 Park Avenue, South, New York, N. Y. 10016 (Apollo)
Nelson—Nelson-National, Copewood & Davis Streets, Camden, N. J. 08103
Norton—W. W. Norton & Company, Inc., 55 5th Avenue, New York, N. Y. 10003
Oxford U. P.—Oxford University Press, Inc., 417 Fifth Ave., New York, N. Y. 10016
Pantheon—Pantheon Books, Inc., 22 East 51st Street, New York, N. Y. 10022
Penguin—Penguin Books, Inc., 3300 Clipper Mill Road, Baltimore, Md. 21211
Pocket Bks.—Pocket Books, Inc., 630 Fifth Ave., New York, N. Y. 10020
Prentice—Prentice-Hall, Inc., Englewood Cliffs, N. Y. 07632
Putnam—G. P. Putnam & Sons, 200 Madison Avenue, New York, N. Y. 10016
Random—Random House, Inc., 457 Madison Ave., New York 22, N. Y.
Routledge—I. Routledge & Kegan, Paul, Ltd., Broadway House, 68-74 Carter Lane, London, EC 4, England
Roy—Roy Publishers, 30 E. 74th St., New York, N. Y. 10021
Russell—Russell & Russell, Inc., Publishers, 156 5th Ave., New York, N. Y. 10010
St. Alban—St. Alban Press, Box 368, Garberville, Calif. 95440
St. Martin's—St. Martin's Press, Inc., 175 5th Ave., New York, N. Y. 10010
Scott—Scott, Foresman, & Company, 433 East Erie St., Chicago, Ill. 60611
Scribner—Charles Scribner & Sons, 597 5th Ave., New York, N. Y. 10017
Sheed & Ward—Sheed & Ward, Inc., 64 University Place, New York, N. Y. 10003
Simon & Schuster—Simon & Schuster, Inc., 630 Fifth Ave., New York, N. Y. 10020
Stackpole—Stackpole Company, Cameron & Kelker Sts., Harrisburg, Pa. 17105
U. of California—University of California Press, Berkeley, Calif. 94720
U. of Michigan—University of Michigan Press, 615 East University, Ann Arbor, Mich. 48106
U. of Oklahoma—University of Oklahoma Press, Norman, Oklahoma
Vanguard—Vanguard Press, Inc., 424 Madison Ave., New York, N. Y. 10017
Viking—Viking Press, Inc., 625 Madison Ave., New York, N. Y. 10022
Walck—Henry Z. Walck, Inc., 19 Union Square West, New York, N. Y. 10003
Washington Sq.—Washington Square Press, Inc., Educational Division, 630 Fifth Avenue, New York, N. Y. 10020
World—World Publishing Company, 2231 W. 110 Street, Cleveland, Ohio 44002 (See Meridian)
Yale U. P.—Yale University Press, 149 York St., New Haven, Conn. 06511